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ABSTRACT

Designed to assist distributive education teacher-coordinators in developing more comprehensive programs by expanding their resource potential, this manual contains a compilation of the objectives, organizational structure, area of community involvement, and suggested innovations applicable to distributive education for eight local, regional, and state organizations. The organizations included are: (1) Chamber of Ccmmerce, (2) Better Business Bureau, (3) Americans for the Competitive Enterprise System, (4) Junior Achievement, (5) American Marketing Association, (6) U. S. Department of Commerce, (7) Jaycees, and (8) Society for the Advancement of Management. (SN)

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INNOVATIVE PROJECTS

IN

DISTRIBUTIVE EDUCATION

State of New Jersey
Department of Education
Division of Vocational Education
Distributive Education Unit

VT018895

ED 073274

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State of New Jersey
Department of Education
Division of Vocational Education

INNOVATIVE PROJECTS IN DISTRIBUTIVE EDUCATION

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August 1972

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NEW BRUNSWICK, NEW JERSEY

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INTRODUCTION

The excitement of the program of studies in Distributive Education is engendered in the word "innovate." Webster indicates that this means to make new, to make changes in something already established, or to introduce new things.

The past years have brought forth from our teacher-coordinators many interesting and exciting activities which were new to Distributive Education. Changes in funding, changes in social attitudes, and a very profound need to encourage innovation in untapped areas, awaits the imagination and expertise of the coordinator.

There are within our community, local, regional, and state organizations whose goals and objectives parallel the direction which we seek to provide our students through meaningful and interesting programs of studies. This in order to achieve the end result of an educated, trained, interested, and thinking employee.

Several of these organizations are:

Chambers of Commerce
Better Business Bureau
ACES
Junior Achievement
American Marketing Association
U.S. Department of Commerce
Jaycees
Society for the Advancement of Management

Each of the organizations discussed in this manual was personally contacted to determine its goals, objectives, structure, involvement in the community, and potential interest in working with Distributive Education. The reactions varied with each organization from politely interested to very interested. It was also noted that there could be many methods by which the structure of the organization could innovatively be integrated into the Distributive Education course of study.

Inasmuch as the Distributive Education program maintains a high degree of individuality and adjustment to school, community, and business needs, the approach taken will be to offer the coordinator basic information: the organization, its objectives, the structure and the personnel of the organization, and suggested methods for innovation with our program.

The completion of all sections of the project was not possible. Several organizational leaders could agree in principle to the value of the project and our program but did not have the final authority to involve their groups. In some cases, further discussions will be required to identify the areas for cooperative venture. Plans have been made for future discussions between these groups and Distributive Education.

ACKNOWLEDGEMENTS

The preparation of the material for this presentation required the time and cooperation of many busy people. Their interest, enthusiasm, and suggestions were of tremendous value in providing the scope and direction of the project.

I would like to express my appreciation to the following:

Mr. Dennis Bradley	South Jersey Chamber of Commerce
Mr. Jerome Miller	Better Business Bureau of South Jersey
Mr. Ray Young	Junior Achievement
Mr. Richard Geiselman	American Marketing Association
Mr. James Santord	ACES
Mrs. Shirley Komanoff	U.S. Department of Commerce
Mr. Richard Indiveri	Jaycees
Mr. Michael Brocki	Jaycees
Mr. William Latham	Society for the Advancement of Management
Mr. Ralph Bregman	State Supervisor for Distributive Education N.J. Department of Education
Mr. Loris Lorenzi	State DECA Advisor, N.J. State Department of Education

INTERVIEWED ORGANIZATION

Americans for the Competitive Enterprise System (ACES)
Southern N.J. Committee of Greater Philadelphia Area Chapter
Surburban Station Bldg. Room 1181
Philadelphia, Pa.
215 – Lo4-0384
Mr. James Sanford, Executive Assistant

OBJECTIVES OF ACES

"The initials stand for Americans for the Competitive Enterprise System, Inc. It is a nonprofit, nonpolitical citizens organization in the field of economic education, designed to demonstrate by lecture, industrial tours, seminars, and television and radio programs, the superiority of the American free and competitive enterprise system over any economic system in the world."[1]

STRUCTURE OF ACES

ACES operates from two offices:

Surburban Station Bldg. Room 1181
215 – Lo4-0384
Mr. James Sanford – South Jersey
Mr. Joseph Campbell – Mercer County and Central N. J.

Suite 1225
24 Commerce Street
Newark 201 – 622-5085
Mr. Robert Moran (Northern N.J.)

ACES conducts several programs, which are:

1. Senior High School Program
2. Junior High School Program
3. Student Testing Program

Senior High School Program

ACES representatives, working with the high school – usually through the business and social studies departments – provides for a 3-day exposure to private enterprise:

First day – Classroom or auditorium presentation on general aspects of economic system, with appropriate film

Second day – Group of students tour a manufacturing facility, utility, bank, or brokerage house.

[1] *What and Who is ACES?*

Third day – Company representatives visit classroom to summarize company operation and to answer questions.

Junior High School Program

This is similar in structure to Senior High School Program

Student Testing Program

This phase of ACES is conducted every two years. It is an opinion-type survey of students and schools to evaluate on-going programs and to determine questions on current issues which are of interest to the students and school systems. The testing results are used to adjust their programs to ensure that they are current and topical.

Added Services

ACES provides speakers, films, and buses for participating schools. In addition, they work with the school to plan suitable trips relative to the interest of the student body and the travel time involved. Recommended size for a touring group is 25-30 students. It is considered imperative that the student be adequately prepared prior to the trip. Business dress and good grooming are stressed.

Tours of industrial firms are predetermined by ACES personnel. The cooperating facilities do not provide unlimited numbers of visits by students because of the time and costs involved.

SUGGESTIONS FOR INNOVATION WITH DISTRIBUTIVE EDUCATION

Three methods are suggested to coordinators to become involved in the ACES program.

METHOD I – Individual School

Some coordinators are in schools where the ACES program is currently operational. To insure involvement of D. E. students in the on-going ACES program in participating schools, coordinators should inform the department and/or school representative that he would want to have his D.E. students included in the ACES program. Experience has shown that many of the students will be included through their social studies and consumer education classes. However, to insure total D.E. participation, the coordinator should take the initiative.

METHOD II – Multi-School Participation on a County Basis for Distributive Education

This method was specifically set up for Distributive Education and is applicable where three to five schools are involved on a county or bi-county basis. For example:

1. Gloucester County – Deptford, Washington Township, Glassboro, Clearview, and Woodbury
2. Burlington County – Cinnaminson, Lenape Regional, Moorestown, Willingboro, and Bordentown
3. Bi-County (Camden and Burlington) – Cherry Hill East and West, Moorestown, Pennsauken, and Cinnaminson

Participating schools will be involved in a 2-day field trip program.

First day – Buses provided by ACES will transport students from the school to the cooperating businesses or industries. Inasmuch as 25-30 students are recommended for a tour, a school that does not have that number available (either juniors or seniors) will have their group supplemented by another school. ACES will provide for scheduling of these buses with the appropriate coordinator.

Second day. Distributive Education students from the participating schools will meet in one school. At this time, a seminar program involving the industries visited the previous day will be conducted.

In the bi-county/multi-school program, buses for the second day must be provided by the local participating school.

METHOD III – Regional Program

Discussion concerning this phase of ACES DE relationship concluded that:

1. The program would include all D.E. programs currently located in the three established regions designated North, Central, and South.

2. The regional program would be held one time per year in each region.

3. This method would use the U.S. Office of Education course numbers for Distribution and Marketing. Each region will determine the area from the listing in which it wishes to establish the regional program. The course names and numbers are listed on page 7.

4. At the first or second regional meeting of D.E. coordinators, a committee of coordinators is established to maintain liason with regional ACES representatives to formulate the details of the program regarding

    a. date and location
    b. activity
    c. program structure, length, type (panel, seminar, workshop), time blocks for each phase
    d. possible luncheon and/or speaker

5. The transportation for students participating in this phase is the responsibility of the individual school.

Additional Suggestions to Coordinators

Suggestions for programming and county involvement are not specified because it is believed that each region will take a direction wholely applicable to that region. The choice of method is also the choice of the region and school. It is necessary to have an active, interested committee to work with ACES. ACES will provide the entire program based upon Distributive Education needs and directional suggestions. We need *only* provide the students and coordinators, and ideas from both.

It is recommended that the students become actively involved, both prior to programing in the planning stages and during the program. The regional DECA vice-president could function as the student representative.

An appropriate certificate of attendance and participation should be presented to each student attending.

Since members of regional industries and a large group of D.E. students will be involved, the public relations aspect of this program should be fully explored. Invite the press to the meeting.

This program, depending upon the area chosen, could include representatives from other associations who have indicated a willingness to cooperate with Distributive Education, e.g., American Marketing Association, BEB, etc. Consider the possibility of their inclusion. Other groups of organizations should be contacted to determine the extent of possible involvement, e.g., real estate associations, local advertising groups, management groups, Sales Marketing Executives International.

U. S. OFFICE OF EDUCATION COURSE NUMBERS
MARKETING AND DISTRIBUTION

Number	Area
04.01 01	Advertising Services
04.01 02	Apparel and Accessories
04.01 03	Automotive and Petroleum
04.01 04	Finance and Credit
04.01 05	Food Distribution
04.01 06	Food Services
04.01 07	Foreign Trade (International Trade)
04.01 08	General Merchandise
04.01 09	Hardware, Building Materials, Farm and Garden
04.01	Supplies and Equipment
04.01 10	Home Furnishings
04.01 11	Hotel and Lodging
04.01 12	Insurance
04.01 13	Management (General /Miscellaneous)
04.01 14	Marketing (General)
04.01 15	Mid-Management
04.01 16	Real Estate
04.01 17	Retailing (General/Miscellaneous) NEC
04.01 18	Transportation
04.01 19	Wholesaling (General/Miscellaneous) NEC
04.01 20	Warehousing
04.01 00	Other Instructional Programs

INTERVIEWED ORGANIZATION

Society for Advancement of Management (SAM)
1472 Broadway
New York, N.Y. 10036
Mr. William Latham – Executive Director

OBJECTIVES OF SAM

The primary mission of SAM is stated as the advancement of management by assisting managers to achieve their full potential and make their maximum contribution to the success of their individual organization.

STRUCTURE OF SAM

Northern New Jersey
Dr. Edward C. Bishop, President
Internal Revenue Service
P.O. Box 1261
Newark, New Jersey 07101

Southern New Jersey
Dr. Samuel M. Wilson, President
Temple University (Associate Dean)
Montgomery & Broad Streets
Philadelphia, Pa. 19122

Central New Jersey
Mr. Edmund W. Jenusaitis, President
Rutgers – The State University
Clifton Avenue
New Brunswick, New Jersey 08903

SUGGESTED INNOVATIONS WITH DISTRIBUTIVE EDUCATION

The meeting with Mr. Latham resulted in an expressed interest in the operation of Distributive Education. However, the specific direction in which the organization could function effectively with D.E. was impossible to pinpoint. Suggestions were initiated such as the creation of a management research project, speakers, and, if possible, availability of materials. The executive director indicated that he would outline our basic thoughts to his board, and with their accord would become active with D.E. This will be accomplished through committee participation to develop specific channels of involvement.

Coordinators are encouraged to contact the local chapters servicing New Jersey to seek assistance and involvement.

INTERVIEWED ORGANIZATION

New Jersey JAYCEES
Committee for Human and Environmental Development
Mr. Michael Brocki, U.S. Director
Maplewood, N.J.
201 – 761-6285

OBJECTIVES OF JUNIOR CHAMBER OF COMMERCE

The basic objective of the Junior Chamber of Commerce is involvement in the community and community action. The methods and procedures will vary from chapter to chapter, but the desired goal is involvement in meaningful community projects.

STRUCTURE OF THE JAYCEES

New Jersey Jaycees
Box J
Jamesburg
Miss Evelyn Worobel, Executive Secretary
201 – Ch6-1766, Ext. 2118

The Jaycees have 205 chapters in the state of New Jersey. Each chapter undertakes projects which are relevant to the needs of the community. The decision for involvement is made at the local JCC chapter level.

The JCC executive board operates from Jamesburg as a clearinghouse for requests for total JCC action. Projects approved by the board are transmitted to local chapters to include in their proposed annual agenda. Coordinators interested in pursuing this phase can get the address of the local Jaycee chapter from the local phone book or can write to the above address for the necessary information.

SUGGESTED INNOVATIONS WITH DISTRIBUTIVE EDUCATION

The following are given as procedures for involvement with the Jaycees:

1. Contact your local chapter. Get a member to participate on your advisory board.

2. During the intial contact with local Jaycees, the coordinator can determine how the organization can effectively participate in DE and DECA activities in his school. It should be realized that although we are requesting assistance, it is possible that we in Distributive Education can help the Jaycees. This aspect should be included in your conversation. Civic responsibility is part of the DECA program. Jaycees could be a viable instrument by which to accomplish this end.

3. Fund Raising Activities – the Jaycees are a skilled group of individuals. They could provide expertise and direction in this activity with DE and DECA doing the work.

4. The local chapter could assist in recruiting for adult education. The background of the membership indicates that they could be an excellent source of instructors in adult education.

5. They could also be judges at the local and state levels in DECA activities.

INTERVIEWED ORGANIZATION

Junior Achievement
28 W. Market St.
Audubon, N. J.
Mr. Ray Young, Executive Director
547-2616

OBJECTIVES OF JUNIOR ACHIEVEMENT

"Junior Achievement is an international organization that educates students in the free enterprise system. It brings to life classroom knowledge with the experience of running an actual business."[1]

"TO PROVIDE THE YOUTH OF AMERICA: *Knowledge* of the values, freedoms, and responsibilities of our business system. *Experience* in the organization, operation and management of a business. *Motivation* for leadership through the development of skills, abilities, and confidence. *Demonstration* of the relationship within business and between business and the community. *Supplement* to the formal educational experience of youth by a constructive learning by doing, experience PREVIEW of career opportunities in business."[2]

STRUCTURES OF JUNIOR ACHIEVEMENT

The structure of the JA program is outlined by major areas and the correlation between it and the Distributive Education curriculum is indicated.

What Is Junior Achievement?

It is a nation-wide, "learn-by-doing," practical, economic-education program in which high school students organize and manage their own small-scale businesses under the guidance of adult advisers from business and industry.

Distributive Education formally utilizes the identical pattern outlined above. The project method lends itself to inclusion into the JA objectives while fulfilling the needs and objectives of Distributive Education. This program, introduced on the 10th or 11th grade level, could serve as the introduction to Distributive Education, give the students a comprehension of general business practices and distributive procedures, thereby serving as an excellent lead into DE I.

How Do These J.A. Enterprises Operate?

Each Junior Achievement company is organized in the fall as a corporate structure.

- **There are approximately 20 youngsters in each company. They are the board of directors, the working force, the sales staff.**
- **They elect their own officers.**
- **They select a product to make or a service to render.**
- **They capitalize their business through public sale of capital stock at $1.00 a share.**

[1] *Building Tomorrow's Leaders* – Junior Achievement – PR 1-1-7
[2] *Junior Achievement Company Manual,* 1966

- **They set up production lines and plan distribution.**
- **They advertise, promote, and sell their company's product or service.**
- **They pay themselves salaries and wages as management and the working force, decide on sales commissions for themselves as salesmen.**
- **They keep company books and records.**
- **They pay rent for their work space and equipment, and must meet depreciation charges on equipment and machinery.**
- **They pay taxes.**
- **They pay dividends to their stockholders if their enterprise is profitable.**
- **They liquidate their companies at the end of the program year and issue stockholder reports.**

Distributive Education

The activities listed above illustrate the scope of the JA Company. The classroom is an ideal entity into which the JA – DE mix can be coordinated. Class size (company size) of 25-30 youngsters is recommended. It is stressed that, since this approach is unique, the students and their parents be fully informed and approve. A suggestion would be to recruit an interested group during the latter part of the 9th year, working with the JA representative(s). A meeting with parents of selected students should be held to outline the goals, procedures, and outcomes of the program.

The remaining items of operation listed are in the areas of business and distribution, which we bring to the attention of our DE students in some form. Needless to say, the inclusion of a direct, experiential method provides for an extremely effective learning process.

Where Do J.A. Companies Do Their Work?

They meet each week in "business centers" equipped with light power tools and workshop equipment provided by the local Junior Achievement organization. Each junior firm pays rent for its quarters.

Distributive Education

In the incorporation of JA into DE at this point, the students would meet daily in the classroom. Space and storage plus interest of the students would indicate the type of JA unit to be sold. However, it is strongly suggested that an item be adopted that would not require power tools to be assembled or built. Realistically, the rental aspect should be continued. Secure adequate space for storage of materials; supplies and records will have to be provided.

What Are The Functions of The Advisers?

Adult businessmen, specialists – in production, in administration, or in sales – provide the benefits of their experience to the "junior executives" who operate the company. While they may often explain the factors involved in decisions that affect the JA company, the advisers do not make the decisions for the youngsters.

Distributive Education

In the school program with JA, the DE Coordinator or teacher of distributive occupations will function as the adult advisor to the company. JA provides an advisor's manual outlining procedures, detailing many of the specific activities required of the company. The Junior Achievement representative also is available to assist when needed. Again the concepts involved in student decision-making parallel the procedures encouraged in DE.

What Kind of Products Do J.A. Companies Make?

They produce a wide variety of products, including jewelry, lamps, detergents, furniture, children's toys, barbecue stands, shampoo, scarves, house-number signs, etc. Some decide to provide a service such as advertising, accounting, or banking for other J.A. companies.

Distributive Education

The conclusion reached was that assembled products would best serve the process insofar as a product was concerned. A service operation was not encouraged because of the problem of generating adequate sales figures necessary to cover expenses and provide an end-of-the-year profit. The JA administrator for the area usually has a number of products adaptable for the program. However, the final choice can be evaluated by the coordinator, JA administrator, and a group of interested students and parents.

To Whom Are Shares of J.A. Company Stock Sold?

To parents, friends, relatives, neighbors, teachers, the general public. For many it is their first experience in stock ownership. More than 1,100,000 shares of stock were sold in a recent year.

Distributive Education

JA has indicated the need for adequate capitalization. Their manual details the suggested maximum, and the activity provides an excellent learning experience in many areas such as sales, record analysis, bookkeeping, and human relations.

What Sort of Production Experience Do The "Junior Achievers" Get?

They acquire the skills necessary to manufacture a product that will sell profitably. More important, they see the importance of assembly lines, of productivity, of quality control, of interchangeable parts, as well as of low absentee rates, because they know their production costs and see how they affect the sales price of their product.

Distributive Education

Again the resultant attitude and behavioral influences can be extremely valuable. Direct teaching of matter, chart and graph preparation, and production analysis can be accomplished at this level. Furthermore, since the JA company pays the production worker, a positive identification of the overproduction – underselling relationship can be pointed out, as well as the reverse. These concepts, when understood by the student, will benefit his employer when the student enters the cooperative program.

How Do They Sell Their Products?

They are sold door-to-door, to stores for resale, and sometimes to distributors. Gross sales of JA companies were over $2,500,000 in a recent year.

Distributive Education

All students in the company are members of the sales staff. One student can be designated as sales manager. Students are usually reimbursed at a commission rate of 10%. The selling activity in the school can be directly to students, in the school store, to specific activities in the school, to elementary and middle schools, in addition to door-to-door or to other stores for resale. Surveys of local merchants could be initiated to determine the community need prior to the choice of an item.

What Wages Do They Pay?

As the board of directors of their own Junior Achievement company, the young people set their own sales commissions. Wages average 25 cents an hour for the two hours' work performed at the company's weekly meeting. Of course, these wages reflect the miniature scale upon which the companies operate.

Distributive Education

Adjustment to the school structure would, of course, be made. Using the above, students can determine the rate of pay based upon attendance and/or productivity. At this point, the performance of a student as timekeeper is extremely important.

What Sort of Records Do They Keep?

Every company uses a standard record system developed by the American Institute of Accountants for Junior Achievement. The system includes an operating budget; balance sheet; profit and loss statement; stockholder, inventory, and payroll records; and stockholder and liquidation reports.

Distributive Education

The forms are provided by JA. The background and training of the coordinator, practical-business and educational, would help in the usage of these forms. A possible working relationship with the bookkeeping sections as supplemental advisors could be developed.

What Taxes Do They Pay?

J.A. companies pay sales, excise, and other local and state taxes where they are applicable. Included in each company records system is a special income tax form on which surtax payments are figured upon net income over the first $25.00 instead of the first $25,000 used in federal calculations. The "tax" so computed is paid into a local JA fund, which is used for scholarships and other activities for the Junior Achievers themselves. This provides a realistic picture of the effect of taxes on business.

Distributive Education

An excellent opportunity to realistically detail the effects of business taxation.

What Happens If A Company Loses Money?

After all bills are paid, remaining assets are prorated among stockholders.

Distributive Education

Hopefully, this does not occur. JA has suggested gross sales figures needed to arrive at a profit based upon experienced expenses. Nevertheless, public companies do not insure profits to stockholders. Realistically, the amount of profit should be the result of a well-coordinated effort by all members of the company. The preparation of periodic P & L statements, and meetings to discuss the problems and possible solutions, have a definite place in our structure.

How Many J.A. Companies Show a Profit?

Between 75 and 80 percent.

Why Are J.A. Companies Formed And Then Liquidated Within a Year?

So that the maximum number of youngsters can learn the whole picture of business. If the business continued from year to year, those who joined a company the second year would miss the experience of raising capital, selecting a product, setting up production.

What Benefits Do The Juniors Achievers Derive From Their Experience?

They develop a realistic understanding of the organization and operation of a business enterprise. They learn – through their own experience – the problems involved in the manufacture and sale of a product.

- **They build self-confidence and develop leadership ability.**
- **They acquire a realization of the importance of risk capital to the past and the future economic growth of our nation.**
- **They gain understanding, based on personal experience, of the responsibilities and rewards of initiative and enterprise.**
- **They receive the opportunity to measure their vocational desires in real-life business activity.**

Distributive Education

In addition, students who transfer into Distributive Education on the 11th and 12th grade level will hopefully bring with them many of the attitudes, skills, and knowledges that we seek to develop in our program. They can become the nucleus for leadership at these levels in Distributive Education.

Is Junior Achievement Growing?

In 1950 JA was operating in 35 cities. Recently youngsters in about 400 communities in the U.S. and Canada became Junior Achievers. There are also programs in Mexico, Aruba, Finland, England, Australia, New Zealand, and the Netherlands. Inquiries from other foreign countries are received every month.

What Are J.A. Plans For The Future?

To maintain and increase this rate of expansion by growth within localities where JA is already operating and by introduction of the program into communities which presently do not have it, in order to create positive attitudes toward our business system in a broad cross section of the coming generation.

It is possible that the successful JA-DE program could help this program in obtaining a wider acceptance. Furthermore, the initiation of the program at the 10th grade level does not and should not eliminate interested JA members in the 11th and 12th grades from participating in a JA company. If it is not possible to integrate them into actively working with the on-going 10th grade, encouragement of a separate JA company (schoolwise) and operating within the concept of the basic JA should be considered. The experienced JA'ers could be an excellent recruiting and leadership team and so should have their experience and talents employed.

How Else Does J.A. Increase Understanding of The American Profit System?

Every fall, junior achievement staff people present meaningful presentations on important aspects of our economic system to a million students and their teachers in almost two thousand high schools.

The JA program usually runs from October to May. In the classroom structure starting in September, the extension of time would provide for the JA staff member an opportunity to present his program as indicated above. It would give time for a comprehensive orientation to the machinery of JA, the forms, the outcomes desired, and would give the students and teacher ample time to form judgments about the individuals who will want to become the elected and appointed leaders of the company.

Who Supports Junior Achievement?

50,000 subscribers. They include the largest corporations and the very smallest shops. Business executives, professional people and many other individuals give their personal financial support.

Why?

- Because Junior Achievement is a practical program appealing to the constructive ambitions of youth.
- Because Junior Achievement is an activity that has the endorsement and active cooperation of educational and civic leaders everywhere.
- Because Junior Achievement is giving business-leadership experience to those who will be called upon to accept the responsibilities of the future.
- Because Junior Achievement offers business the opportunity to demonstrate graphically its interest in the youth of America.
- Because each year Junior Achievement develops in more tens of thousands of young Americans, their families, friends, and neighbors, a sympathetic understanding of our business system that is vital to America's continuing growth.

Junior Achievement Award and Recognition Contests, Conferences, and Scholarships

JA has established a program of awards, recognition contests, conferences, and scholarships. They are listed here, without detail, so that the scope of JA and the possible motivation can be acknowledged and utilized.

PROGRESSIVE AWARDS

Achiever Award
Junior Executive Award
Executive Award
1. President
2. Marketing Executive
3. Corporate Secretary
4. Treasurer
5. Production Executive
6. Purchasing Manager
7. Safety Director
8. Personnel Director

INDIVIDUAL CONTESTS

Best Salesman Contest
Miss JA
Public Speaking
$100 Sales Club
Company-of-the-Year Contest

ANNUAL REPORT CONTEST

SCHOLARSHIPS

Based on excellence in JA activities and scholastic rating

CONFERENCES

The program includes local, sectional, regional, and national conferences. Contest participants become involved at all levels.

ACHIEVERS ASSOCIATION

The aims of the association are:
1. Build JA spirit
2. Aid JA companies and individual achievers
3. Promote good public relations
4. Make improvements and help maintain business centers
5. Promote regional and national JA participation

SUGGESTED INNOVATIONS FOR DISTRIBUTIVE EDUCATION

Junior Achievement is a well-structured program encompassing the basic concepts and skills of a distributive activity. Moreover, the program provides for insight into the fundamentals and development of successful business through the application of sound business procedures.

The introduction of JA-DE at the 10th grade has many advantages to Distributive Education. Interestingly, its structure parallels the DECA format. As previously indicated, the acquisition of JA theory and practice can be readily integrated into many, if not all, of the facets of DE and DECA programing.

Successful application in the classroom would require careful task analysis to provide for projected time-blocks of gainful learning and production. A suggested procedure could be to have classroom time (5 periods per week) divided to provide for either 2 or 3 classes of theory relative to a specific skill or knowledge, and remaining portion allocated to the productive part of the company function:

	Theory	**Activity**
For example:	Salesmanship	Role playing
	Advertising	Ad creation
	Marketing	Idea formation
	Profit & Loss Statement	Preparation/analysis
	Human Relations	Board meetings

The inclusion of a textbook should be used to provide an overall orientation and a distributive background:

> *Business Principles and Management* – 5th Ed. Shilt, Carmichael, Wilson. South-Western Publishers
>
> *Business Principles, Organization and Management* – 2nd Ed. Tonne, Simon, McGill. Gregg Publishing Division, McGraw Hill

It is important to maintain a current perspective. Use of Small Business Administration publications and reference materials and services is strongly encouraged.

INTERVIEWED ORGANIZATION

American Marketing Association
Philadelphia Chapter
Mr. Richard Geiselman, President
c/o E.F. Houghton & Co.
303 W. Lehigh Avenue
Philadelphia, Pa.
215 – RE 9-7100 Ext. 376

OBJECTIVES OF AMERICAN MARKETING ASSOCIATION

The AMA provides services to its members to assist in the professional growth of the individual. By means of funds contributed by industry, the AMA becomes involved in projects useful to the business community.

STRUCTURE OF THE AMERICAN MARKETING ASSOCIATION

Philadelphia chapter (see above)

American Marketing Association
Mr. Duane K. Miller, President
c/o Warner-Chilcott Laboratories
201 Tabor Road
Morris Plains, N. J. 07950
201 – 283-2823

The Philadelphia chapter services south and central New Jersey. The northern area is serviced by the unit in Morris Plains.

SUGGESTIONS FOR INNOVATIONS WITH DISTRIBUTIVE EDUCATION

The members of the AMA may be called upon as classroom speakers and professional speakers for regional coordinators' monthly meetings.

The membership represents a group of experts in the area of marketing. Their experience can be utilized in DECA as:

1. Advisors for studies in marketing
2. Advisors in chapter creative-marketing projects
3. Judging of contests at the regional and state level

INTERVIEWED ORGANIZATION **South Jersey Chamber of Commerce**
North Park Drive
Pennsauken, New Jersey
964-3400
Mr. Dennis Bradley

OBJECTIVES OF CHAMBER OF COMMERCE

The objectives listed below were taken from *Things Are Happening in South Jersey 1969* and represent the general objectives of the Chamber of Commerce and the specific goals of this particular chamber. Your local unit's goals may vary, depending upon the size of the unit and the needs of the community.

> ". . . A Chamber of Commerce is people working together to solve mutual community development problems, and to develop a more prosperous community."
>
> LeRoy S. Thomas, President

a. Key objectives

1. To assist where necessary, with advisory personnel, those starting new small businesses.

2. The Chamber's Business-Industry Education program will attempt expansion into the Three-County area (Camden, Burlington, Gloucester) with a new business-contact program.

3. "Seniorama" for non-college-bound high school seniors will be introduced. The purpose of the program will be to bring graduating seniors and prospective employers together to express needs and potential opportunities.

b. Division objectives

1. Business Development Division – to bring an understanding of the techniques of international marketing to South Jersey manufacturers.

2. Business Education Division – to conduct annual teacher visitations to area business establishments so that they might become more familar with the workings of the free enterprise system; to investigate the feasibility of a business visitation to our area schools so that our business leadership might better understand our present educational system; to sponsor a "Seniorama" program which provides a contact experience between Tri-County business and non-college high school seniors.

3. Urban Affairs Division – Employment and Employment Training – to provide encouragement and direction to the employment services for the establishment of a store-front centralized Manpower service for job counseling, development, and placement; to provide job-training-mobile, staffed with employment-service personnel, whose task it would be to move on location in the disadvantaged community in a massive educational and job-recruitment drive; to provide sensitivity-training seminars for management and labor officials on all echelons; and to work together with both adult basic and vocational learning centers on an advisory basis in ... areas of technical and financial assistance, student recruitment, curriculum, method evaluation, and work-experience orientation.

STRUCTURE OF THE CHAMBER OF COMMERCE

The State of New Jersey has 40 Chambers of Commerce, whose members represent businesses in the community. They are subdivided into committees whose function is determined by the need of that particular community. They will vary in number and size. The South Jersey group is composed of 35% retailers with the remainder representing industrial firms.

SUGGESTIONS FOR INNOVATIONS WITH DISTRIBUTIVE EDUCATION

It is difficult to specially pinpoint areas of coordination between DE and this organization. Their business-education group is subdivided into three committees:

1. Business-Industry Education-Day Committee
2. Continuing Education Committee
3. Higher Education Committee

It was indicated that there is an interest in all aspects of continuing education: technical education, the community college, on-the-job training, and adult education. The procedure to be used in bringing your Chamber of Commerce into the curriculum would be to become involved with their education committee. The involvement in adult education with this organization seems the most feasible at this time.

INTERVIEWED ORGANIZATION **Better Business Bureau of South Jersey**
21 Euclid Avenue
Haddonfield, New Jersey
Mr. Jerome Miller, Executive Director

OBJECTIVES OF THE BETTER BUSINESS BUREAU

To build and maintain public confidence in business.

The BBB fulfills its objectives through the following activities. First, it acts as a clearinghouse for consumers who have problems with retail and service organizations and who evidence difficulties in correcting the problems. The BBB, through its highly organized step system, attempts to determine the cause and reconcile the existing problem. It was indicated that 20% of the workload consists of this activity. In addition, the BBB:

a. Maintains constant watch over and advises on correcting those who may be involved in misleading and/or bait advertising.

b. Provides a source file on local, regional, and national companies for persons who are considering becoming involved in a business transaction with an unknown firm and wish information prior to initiating the business.

c. Works with homogenous groups of retailers (i.e. applicances, automobile) and newspapers in the establishment of advertising standards for the public interest.

d. Provides free pamphlets and brochures on specific products and services.

e. Participates in panel discussions and seminars, utilizing when possible the executive director and membership to explain new ideas, concepts, and laws which affect the consumer.

f. Participates in class presentations by discussing the operation and function of the BBB.

STRUCTURE OF THE BETTER BUSINESS BUREAU

There are four BBB offices in the state:

BBB of South Jersey (see interviewed organization)

BBB of Central New Jersey, Inc.
247 East Front Street
Trenton 08611

BBB of Bergen, Passaic, and Rockland Counties
2 Forest Avenue
Paramus 07652

BBB of Greater Newark
671 Broad Street
Newark 07102
Mr. David Ruff, Executive Director

The first two BBB's listed are separate corporate entities; the latter two are branches of the BBB of New York City.

Individual BBB's are corporate entities which service the city or area in which they are located. Their income is derived from membership fees.

The National BBB is a separate entity which is involved only with national firms. Both local BBB's and the National BBB belong to the Association of BBB's, which formulates the policies by which they operate. Another division of BBB is the Education and Research BBB. It is contemplated that, in the near future, one group called the Council of BBB will incorporate and function for the National BBB, the Association of BBB's and the Education and Research BBB.

The membership of the BBB is composed of businesses, which pay a membership fee based upon the number of employees of the business. This therefore has the effect of increasing the fee for larger businesses, but the rate is structured to provide a cost reduction on a per capita base per business.

SUGGESTIONS FOR INNOVATION WITH DISTRIBUTIVE EDUCATION

The BBB issues pamphlets and small booklets covering a a great variety of topics. It is evident from the listings of printed material (pages 26,27)that the BBB covers many of the areas included in a typical DE course of study.

The pamphlets can be used as a resource in the preparation of merchandise information and distribution manuals.

The BBB undertakes periodic surveys and samplings. This activity is a basic marketing function. Communication with the BBB has indicated an interest in having DE participate in these, which could result in a practical, realistic marketing experience for our students. The activity should be structured to insure that the students involved know why they are involved in the procedure. The compilation and interpretation of the statistical data should be accomplished with the BBB and the students, to determine if the objective of the survey or sampling was reached.

Panels of businessmen and students could discuss current problems, and/or directions in business could be developed on an individual-school basis or as a regional or county activity. The topics could include:

Truth-in-Lending Law
Bait Advertising
Customer Problems in Automotive Repair
Credit Accounts for Teenagers

Better Business Bureau Pamphlets

SAFEGUARD Series

- Your Better Business Bureau – #1
- Nursery Stock – #2
- Termite Control – #3
- Moving and Storage – #4
- Home Improvements – #5
- Television Service – #6
- "Wholesale?" "Discount?" – #7
- Cleaning and Laundering – #8
- Room Air Conditioners – #9
- Lawn Sprinkler Systems – #10
- Debt Adjusters – #11
- Lumber for Your Home – #12
- Real Estate Promotions – #13
- Guide to Giving – #14
- Automobiles on the Installment Plan – #15
- Accident and Health Insurance – #16
- Rebult Auto Motors – #17
- Appliances – #18
- Swimming Pools – #19
- Freezer Beef – #20
- Hospitalization Insurance – #21

Consumer's Buying Guide ($1.00)

FACT Booklet Series

Accident & Health Insurance
Advertising
Borrowing
Buying or Building a Home
Buying, Servicing, New, Used Cars
Commercial Banks, Trust Co's
Credit, Your
Earn Money At Home Schemes
Furs
Health Quackery
Home Applicances
Home Fire Protection
Home Insulation
Home Study Schools
Investment Banking
Investment Companies
Jewelry
Legal Problems
Life Insurance
Mattresses
Our Business System and You
Rugs & Carpeting
Savings
Schemes
Securities
Securities and Commodity Exchanges
Your Better Business Bureau

ON GUARD Series

1. How to Select a Home Remodeling Contractor
2. How to Find a Good TV Repairman
3. "Bargain-Priced" Health Insurance
4. Selecting a Reliable Pest Control Company
5. What's "Free" in "Free Merchandise" Mail Offers
6. Referral Sales Plans
7. How to Get Gypped When Buying Plants & Trees
8. Multiple-Level Marketing Plans
9. Two Points to Understand When Renting An Apartment
10. Some Gimmicks Used to Sell Sewing Machines
11. How You Can Best Use a Private Employment Service to Get a Good Job
12. How to Detect Inaccurate Retail Advertising

Miscellaneous Pamphlets

What You Should Know About All-Channel TV, VHF, and UHF
Tips for Homeowners about Aluminum Siding
Automotive Airconditioning
Don't Get Caught in the Bushing
The Careful Art of Buying Furniture
Central Air-Conditioning
Read Before You Sign
What To Do About Deceptive, Dishonest, and Pushy Sales Calls
BBB Consumer Alert Booklet
Advertising of Second Mortgage Brokers
Room Air Conditioners
The Travel Agent and You
Color TV Sets – Installation and Service
Recommended Standards of Practice for Advertising, Selling, Rental or Leasing of Automobiles
Contracts – I Want My Money Back
Home Lawn Care
27 Questions for Home Owners – re: Repairs, Remodeling, Reroofing, Re-siding, and Home Improvements
Home Heating Fuels and Central Home Heating Systems
Electronic Exercisers
Dry Cleaning and Laundry
How to Pick a School

Single copies of leaflets are available without charge. It is recommended that you contact the BBB listed for your area for further information regarding quantity prices.

INTERVIEWED ORGANIZATION

U.S. Department of Commerce
Jefferson Building
1015 Chestnut Street
Philadelphia, Pa. 19107
215 – 597–2850

OBJECTIVES OF THE DEPARTMENT OF COMMERCE

The Department of Commerce through its field offices promotes and develops the domestic and foreign commerce of the United States. The department will assist in locating international trade prospects, help solve marketing and distribution problems, provide sources of technological and scientific information, provide national and regional economic facts and facts concerning trends in sales and industry.

STRUCTURE OF THE DEPARTMENT OF COMMERCE

Mercer County and south:
Philadelphia office above

North of Mercer County:

U.S. Department of Commerce
41st Floor, Federal Office Building
New York, N. Y. 10001
201 – 264-0634

The Department of Commerce has many subdivisions structured to channel information, for which their field offices are responsible. Six of the major divisions are:

1. **Business and Defense Services Administration**– –
   provides marketing information and projections for the future.

2. **Office of Business Economics**– –
   conducts surveys of current business and provides statistical information on a national scope. Limited regional information.

3. **Bureau of Census** – –
   information regarding census. Source of information is Archives, Pittsburgh, Kansas. Census is conducted every 5 years for Agriculture, Government Agencies, Minerals and Fisheries, Transportation, Construction, Business, and Manufacturers

4. Clearinghouse for Federal scientific and technical information – –
   concerned with environment and science: **ESSA – Environmental Science & Service Administration, Bureau of Standards,** and the **Patent Office**

5. **Bureau of International Commerce** – –
stimulates foreign trade and provides information; conducts weekly seminars, provides trade lists for specific items, and responsible for **World Trade Directory Reports**

6. **Office of Minority Business Enterprise (OMBB)**– –
offers franchise-company data sheets, information on federal assistance programs, and higher education aids for minority businesses

The field office maintains printed information relative to these divisions and a library of government publications. The manpower and facilities of the office are available for use by the public. In some instances, personnel in the field office will attempt to answer specific questions by either researching the matter or providing the publication where the answer can be found. The current workload and available personnel will determine the amount of personal involvement that can be given by the representative.

There are many pamphlets, booklets, and publications that can and should be used within the DE program. They are available on a free, nominal-charge, or subscription basis. A publications list indicating the types available and their prices may be obtained upon request from the local field office (see above).

SUGGESTED INNOVATION WITH DISTRIBUTIVE EDUCATION

Where possible, encourage your students to visit the field office and avail themselves of the library and the knowledge and assistance of the personnel of the office. The questions that occur during the compilation of a merchandise-information manual concerning economic significance, sales growth, and trends could possibly be answered at a field office. Additionally, the background of D/C personnel is extensive enough to suggest alternate sources of information. Letters requesting information will be answered specifically, or information will be provided suggesting a source of the information. The workload and available personnel will determine the time required for a written answer – which may not be immediate.

Some of the Department of Commerce publications should be available as references in your school library for use by Distributive Education, Business, and Social Studies Departments. The following are suggested:

Marketing Information Guide
Industry Reports – Containers and Packaging
Construction
Survey of Current Business
Business Statistics
Statistical Abstract of the U.S.
Business Condition Digest
Current Industrial Reports
Bureau of Census Catalog

Many of the publications are topical and timely and inexpensive. Your needs will dictate your requirements. It was recommended that your order be forwarded to the field office instead of the U. S. Government Printing Office, to expedite the order.

When feasible, a representative of the field office can be available as a guest speaker to outline the use of the office. Contact the field office which services your area.

Additional Organizations for Teacher Coordinators to Research

American Management Association, Saranac Lake, New York

Charles Morris Price School of Advertising, Philadelphia, Pa.

Administrative Management Society, Willow Grove, Pa.